

equitas

International Human Rights Training Program (IH RTP)
June 11 – 30, 2023



Evaluation Report for Global Affairs Canada

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Photo taken by Valerie Seguin

The knowledge and skills I have learned from the IHRTTP will have a great impact in the HRE of my organization especially in terms of incorporating participatory, gender transformative and intersectional approach.

- A participant from the Philippines

Je sors du PIFDH nourri de nouvelles approches d'intervention sur les droits humains, des éléments de structuration des paradigmes et des pratiques d'intervention de mon organisation et de ma manière de vivre les droits humains désormais.

- A participant from Cameroon

TERRITORIAL ACKNOWLEDGEMENT

“We would like to begin by acknowledging that the International Human Rights Training Program takes place on unceded Indigenous lands. The Kanien’kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.”¹

¹ Adapted from Concordia University’s Indigenous territorial acknowledgment.

EXECUTIVE SUMMARY

This is the evaluation report for the 41st annual International Human Rights Training Program (IHRTTP) offered by Equitas – International Centre for Human Rights Education (Equitas). The Program took place at John Abbott College, in Ste. Anne de Bellevue, Québec, June 11-30, 2023. This report is mainly addressed to Program stakeholders, which include participants, facilitators, co-facilitators, resource persons, Equitas staff as well as IHRTTP alumni, funders and Canadian Embassies, Consulates and High Commissions.

The IHRTTP was post-poned for three consecutive years due to the COVID-19 pandemic. However, to maintain its commitment to innovation in human rights education and its level of global engagement with human rights defenders and educators, Equitas has designed and delivered an online curriculum that offered them the opportunity to continue their professional development during the temporary hiatus of the IHRTTP.

The IHRTTP is a central activity of Equitas' Advancing Equality Through Human Rights Education (AEHRE) Project. This intensive three-week training is an intermediate-level Program intended primarily for representatives of non-governmental organizations (NGOs), national and regional human rights institutions and government bodies involved in the advancement of human rights through human rights education (HRE).

The focus of the IHRTTP is oriented towards strengthening the capacity of human rights organizations to undertake human rights education efforts (e.g., training, awareness campaigns, information dissemination, and advocacy) aimed at building a global culture of human rights. The Program uses a participatory approach that encourages reciprocal learning through an exchange of experiences among participants, facilitators and resource persons. The approach encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

This year's Program brought together ninety-six (96) participants and six (6) returning alumni who attended as co-facilitators for a total of one hundred and two (102) participants (56 women, 45 men and one non-binary participant). Forty-five (45) countries were represented. Fifty-four (54) participants were English-speaking and forty-eight (48) were French-speaking. There were also seven (7) facilitators, more than twenty (20) resource persons, thirty-three (33) Equitas staff members, and eleven (11) interns who participated in implementing the Program. In addition, two (2) volunteers contributed time, services and/or goods.

The findings of this report are based on responses of the participants to the General Evaluation questionnaire administered on the last day of the Program and recommendations are supported by feedback received from facilitators and co-facilitators as well as Equitas staff.

The main findings from the IH RTP evaluation indicate that participants were highly satisfied with the Program and that they felt confident in their ability to implement their learning with respect to the seven (7) Program objectives.

Ninety-seven percent (96.5%) of participants that completed the General Evaluation reported that they were very satisfied (58.1%) or satisfied (38.3%) with the 2023 IH RTP.²

Almost all (98%) of participants on average strongly agreed (67.7%) or agreed (30.2%) that the overall objectives of the Program were achieved. Note that the above-mentioned figures are averages of the 7 program objectives.³

Ninety-nine percent (99%) of participants strongly agreed (69%) or agreed (30%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (100% of women strongly agreed or agreed and 98% of men strongly agreed or agreed). 81% of participants said that the Program's integrated approach to learning, which combines human rights content and human rights education methodology, has increased their capacity to design and/or facilitate HRE activities.

The IH RTP continues to be a Program that is highly recommended by participants: 94.1% indicated they would recommend the Program to others from their organization or country.

² 3% of participants mentioned they were dissatisfied (2.3%) or very dissatisfied (1.1%). However, the positive results of the rest of the General evaluation contradict this. For example, 98% of participants on average strongly agreed (67.7%) or agreed (30.2%) that the overall objectives of the Program were achieved and 94.1% indicated they would recommend the Program to others. This indicates that these responses were likely a misreading or misinterpretation of the rating scales.

³ For complete statistics, see Appendix A.

One participant wrote:

After participating in the human rights training program, I am incredibly inspired and enlightened. The program provided a comprehensive understanding of the importance of human rights and how they shape our societies. It emphasized the inherent dignity and equality of all individuals, regardless of their race, gender, or background. The training program shed light on various human rights issues, including discrimination, social justice, and freedom of expression. It empowered me with knowledge and tools to identify and address human rights violations in my community. I now feel more confident in advocating for the rights of marginalized groups and promoting a culture of respect and inclusivity. The program also highlighted the significance of empathy and active listening in promoting human rights. It reminded me of the power of dialogue and understanding in fostering positive change. I am motivated to engage in constructive conversations and challenge discriminatory attitudes whenever I encounter them. [...]

- A participant from the Bangladesh



The International Human Rights Training Program was undertaken with the financial support of the Government of Canada provided through **Global Affairs Canada (GAC)**.

We also appreciate the generous support of the American Jewish World Service, Lawyers without Borders Canada, Oxfam Quebec, Foundation Paul Gérin-Lajoie, Initiative Sankofa D'afrique De l'Ouest, UHAI EASHRI (East African Sexual Health and Rights Initiative), Maxwell Yalden Fund, Alena Perout, Brian Bronfman Family Foundation and Kairos Canada.

EVALUATION REPORT

The structure of this Evaluation Report is as follows:

Part I of the report contains basic information related to the IH RTP. More specifically, this part covers objectives, process and content of the IH RTP as well as the practical and administrative aspects of delivering the Program.

Part II describes the results of the IH RTP evaluation.

Part III provides conclusions and recommendations based on all the feedback received.

Part I: Program Description

Program Goal

The goal of the 2023 International Human Rights Training Program (IH RTP) is to strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts (e.g. training, awareness campaigns, information dissemination and advocacy) aimed at building a global culture of human rights.

Program Objectives

By the end of the IH RTP, participants should be able to:

1. Incorporate a human rights-based approach and a gender perspective in their human rights and human rights education work
2. Identify ways in which human rights education can increase the effectiveness of their human rights work
3. Integrate a participatory approach into their human rights and human rights education work
4. Employ a basic evaluation process for assessing the results of their human rights education work
5. Explore networking opportunities essential for furthering the cause of human rights
6. Indicate appropriate ways for putting their learning from the IH RTP into practice in the work of their organization.



Using a tree metaphor, 2023 IH RTP participants created a visual representation of a society where a culture of human rights is a reality.

Program Methodology

Given that the IH RTP is a training program about human rights education⁴ for human rights educators, the program methodology itself is necessarily an essential learning component for participants. Equitas' approach to human rights education, which is exemplified in the IH RTP, involves the dynamic interplay of the different paradigms described below. Taken together, they enable people to expand their views of themselves, of others, and of the world and to take action for social change in their societies that are consistent with human rights values and standards. Participants explore each of these paradigms during the IH RTP and how to apply them in their human rights and human rights education work. A brief description of each is provided below.

A **systems approach** helps participants analyze the broader (social, political, economic and legal) context of human rights and human rights education work. It enables them to see where their work fits with other local as well as global actions addressing similar issues. It also helps participants better determine how their human rights education work can advance human rights and contribute to social change in their communities and societies. Understanding the context leads to increased quality, relevance and effectiveness of their work.

A **human rights-based approach** (HRBA) is a conceptual framework based on international human rights standards that sets the achievement of all human rights as the objective of social actions. Human rights education is a social action that has a fundamental role to play in the realization of human rights. Therefore, it needs to be guided by HRBA, which emphasizes participation, accountability, non-discrimination, empowerment and link to human rights. HRBA provides an internationally recognized common standard of achievement for social actions.

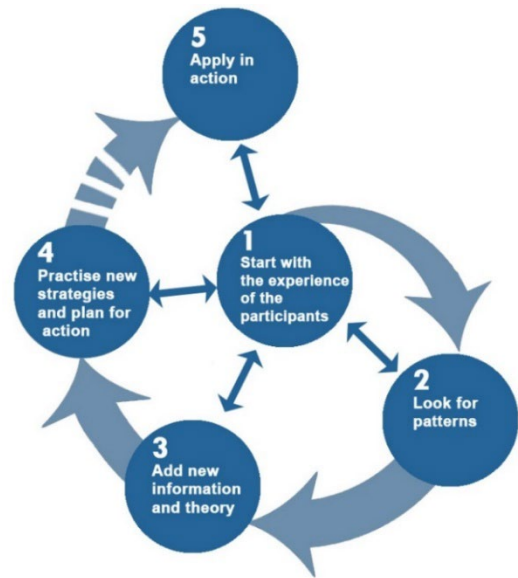
The **participatory approach** is the way we implement HRBA in human rights education and other social actions. It encourages social analysis aimed at the empowerment of participants to develop concrete actions for social change that are in accordance with human rights values and standards. It enables participants to address human rights issues from the perspective of their lived experiences. A participatory approach enables participants and groups to experience what

⁴ For Equitas, human rights education is a process of transformation that begins with the individual and branches out to encompass the society at large. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect them.

living by human rights looks and feels like in the context of a training session like the IHRTTP or other social actions and in their daily lives. It also leads to changes in attitudes and behaviours in people's private spheres.

The **learning spiral** is a model for designing social actions (like human rights education) in accordance with a participatory approach. It is a tool for planning education for social change which enables participants to put a participatory approach into action. It is the model used to design the IHRTTP

Processes and perspectives that are essential for implementing human rights education in line with HRBA include critical reflection, evaluation, gender perspective.



Source: Arnold, R., et al. (1991). *Educating for a Change*. Doris Marshall Institute for Education and Action.

The learning spiral (see figure above), which incorporates essential principles of adult education, suggests that:

1. Learning begins with the experience or knowledge of the participants. The educational approach is emphatically learner-centred, aiming at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experience, they analyze that experience and look for patterns.
3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practice what they have learned. They need to practice new skills and make strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) they apply in action what they have learned.

A group setting is viewed as foundational to adult education and transformative learning. The use of facilitation and discussion in groups connects learning with experience and social action. During the IHRTP, participants worked in working groups of 10 to 15 members for most of the Program. This year there were four (4) English language groups and three (3) French language groups for a total of seven (7) groups. The guiding principle for the formation of groups was maximum diversity in terms of professional background, type of organization, and country of origin while at the same time ensuring a gender balance.

Each group is assigned a facilitator, and, in most cases, a co-facilitator, who is an alumnus of a previous session of the IHRTP invited back to further develop their capacity in human rights education methodology and facilitation. The role of the facilitators and co-facilitators is to provide guidance in achieving the objectives of the IHRTP as the participants work through activities, which include large and small group discussions, critical reflection activities, and case studies. Facilitators and co-facilitators are selected for their ability to effectively support the learning process, for their knowledge of human rights and their experience in adult experimental learning. At various points during the IHRTP, the seven (7) working groups were reorganized into different groupings to further promote exchange of experiences and networking among the participants.

Program Overview

The IHRTP is an intermediate-level Program that focuses on international human rights standards, current human rights issues and human rights education methodology. The exploration of human rights principles and instruments, ongoing critical reflection and inquiry and extensive sharing of experiences enable participants to strengthen their capacity to engage in effective human rights education which take into account the current global and local contexts.

Pre-Training

IHRTP pre-training activities this year included:

1. Completing and returning to Equitas a pre-training assignment before the start of the Program. The assignment involved having participants:
 - Rate their pre-training knowledge of the international human rights system and their level of expertise in human rights education
 - Reflect on their training needs and what they could offer in terms of knowledge and experience
 - Prepare a description of the situation in their respective countries with regard to human rights and rights education

Information from participants' pre-training assignments was used at different points throughout the training.

2. Completing a basic online course “Put the World to Rights” designed by Equitas, aimed at ensuring a common basic understanding of human rights by all participants selected.

Three-Week Overview

The IH RTP is divided into 8 interrelated streams (or sections) spread over a three-week period. A brief per week description follows.

Week 1 (Streams 1-4) focuses on an analysis of the current human rights context and engages participants in defining what positive social change looks like. Participants get to know the members of their working group and engage in activities that lay the groundwork for developing a productive group dynamic based on mutual respect. Using systems analysis, participants begin a process of reflection on human rights in their societies, the human rights work of their organizations and their own role within those organizations. They also explore the global human rights context and how it influences and is influenced by issues at the local level. Principles and values of the Universal Declaration of Human Rights and their importance in human rights education are examined as well as the key elements of a culture of human rights and gender equality and non-discrimination. Participants then look at the role of human rights education in the process of social change and compare their roles as human rights activists/educators. Participants end the week by examining how personal values and deeply held assumptions about “right and wrong” influence the actions and reactions of individuals. HRE methodology elements covered include the overview of the IH RTP design and methodology including the systems approach, the participatory approach, the learning spiral, defining HRE, and a variety of participatory techniques.

During the week, a session titled “Demystifying Workshop : Violation of the Rights of 2SLGBTQI+ Peoples” is held. This presentation is an opportunity to explore the myths surrounding the 2SLGBTQI+ community as well as to discuss the experiences and the human rights violations community members and defenders face in different parts of the world.

Week 2 (Streams 4-6) focuses on actions for social change in line with human rights values, principles and standards. Participants finish Stream 4 at the beginning of the week with an exploration of the universality of human rights and effective human rights education strategies for dealing with culturally sensitive issues in their work. A plenary session titled “Universality of Human rights and Cultural Relativism” encourages participants to explore how adopting a human rights-based approach could help ensure that actions undertaken by governments, civil society and communities can lead to positive social change and make human rights a reality in their societies.

Other presentations throughout the week allow participants to explore the topic of online and offline security of human rights defenders as well as the rights of Indigenous Peoples. Through

case studies and discussions, participants are introduced to a number of key international human rights instruments and explore their potential relevance in their work.

Week 3 (Streams 7-8) focuses on skills building for action. Participants explore strategies for using monitoring and advocacy to educate about human rights. They also became familiar with methods of evaluating educational activities. Participants also had the opportunity during this final week to further hone their training skills through designing an HRE initiative using the Learning Spiral. HRE methodology elements covered included ways of conducting effective evaluation of HRE.

Gender Transformative Approach

A gender transformative approach which involves examining gender norms, power imbalances, roles, stereotypes, dynamics, and the different impacts of these on women, men, girls, boys, and non-binary people, with special attention given to impacts on women and girls and 2SLGBTQI+ people. This approach considers and address the different issues, barriers, conditions, priorities and needs of women, girls and boys, men and 2S and non-binary people, with special consideration given to the specific issues, barriers, conditions, priorities and needs of women, girls, and 2SLGBTQI+ people. Additionally, it tackles the root causes of gender inequalities, including patriarchal systems, to deconstruct and transform gender power imbalances and harmful gender norms. From the application process, pre-training, during the 3-week Program, both in terms of content and process to evaluation and follow up, all Program the gender transformative approach.

Follow-Up Component of the IH RTP

During the Program, every participant is required to prepare an **Individual Action Plan for putting their learning into practice** once they return to their home organizations. By reflecting on the content of each Stream of the Program, the Individual Action Plan helps the participants determine how content is transferable to their own context, resulting in a planned integration of new knowledge, skills, attitudes and behaviours in the future activities of their organization. Throughout the Program, participants had opportunities to discuss their Individual Action Plans with other participants, their facilitators and receive coaching and support from Equitas staff for direction, guidance and feedback.

Generally, four (4) months after the IH RTP, participants receive the **IH RTP Evaluation Report** and can access the Program proceedings on the Equitas website. Equitas follows up with participants via e-mail by sending them **follow-up questionnaires at intervals of six (6) months and twenty-four (24) months** after the IH RTP. Participants are asked about their progress on their Individual Action Plans, whether the IH RTP experience has been relevant, and whether they have incorporated their learning from the Program into the work of their organizations.

Participants are also asked whether any networking or partnership activities are taking place as a result of their organization’s participation in the IHRTP, and to provide Equitas with examples of any direct or indirect impact of their HRE activities on the broader community. The average return rate of the questionnaires is quite significant, between 60% and 70% for 6-month questionnaire and 30% and 40% for the 24-month questionnaire.

Participant Profiles

This year’s Program brought together ninety-six (96) participants and five (5) returning alumni who attended as co-facilitators for a total of one hundred (102) participants (56 women, 45 men, 1 non-binary person). Forty-five (45) countries were represented. Fifty-four (54) participants were English-speaking and forty-eight (48) were French-speaking. These human rights educators and activists represented civil society organizations, international organizations and educational institutions working on a diversity of human rights issues. **Table 1** below outlines the breakdown of participants by region and gender.

Region	Men	Women	Non-binary	Number of Participants
Canada-USA-Western Europe	1	2	0	3
Caribbean	1	1	0	2
Central and Eastern Europe and Central Asia	0	3	0	3
English-speaking Africa	9	8	0	17
French-speaking Africa	15	25	0	40
Latin America	2	2	0	4
Middle East and North Africa	6	6	0	11
South Asia	9	5	0	14
South East Asia and East Asia	2	4	1	7
TOTAL	45	56	1	102

As shown in **Table 2**, more than half of the participants work for national NGOs (52%) or for Community based organizations (15%); 5% for national human rights institutions; 5% for international NGOs, 4% for academic or research institutions. The remaining 24% work for government, UN agencies, networks and coalitions, foundations, religious institutions, judicial institutions, media and charitable organizations.

Table 2. Type of Organizations 2023 IH RTP participants represented	
Type of Organizations	Number of Participants
National Non-Government Organization (NGO)	53
Community-based organization	15
National human rights institution	5
International NGO	5
Academic or research institution	4
Government	2
Network and coalition	3
Foundation	1
Others (UN office, judicial institution, media, charitable organization)	14
Total	102 participants (including the co-facilitators)

Equitas would like to acknowledge that the participation of some individuals was made possible through the support of the following sponsors and organizations: American Jewish World Service, Lawyers without Borders Canada, Oxfam Quebec, Foundation Paul Gérin-Lajoie, Initiative Sankofa D'afrique De l'Ouest, UHAI EASHRI (East African Sexual Health and Rights Initiative), Maxwell Yalden Fund, Alena Perout, Brian Bronfman Family Foundation, and Kairos Canada.

Changes Made to the 2023 Session of the IH RTP

The following content changes were made to this year's IH RTP (2023) in order to:

- Bring the IH RTP closer to current thinking of Equitas programming
- Increase opportunities for deeper analysis and critical reflection
- Reinforce links between various approaches in the Program
- Address participants' and facilitators' feedback

These changes are based on the recommendations put forward in the 2019 IH RTP evaluation report and the IH RTP team's reflections.

Gender Equality and LGBTQI+ Rights

Equitas continues to reinforce its approach to gender equality each year to ensure broader inclusion of non-binary realities (i.e. expanding the binary gender paradigm). The changes made reflect the recommendations that emerged from the 2019 IH RTP.

As in previous years, we included a session focusing specifically on the rights of LGBTQI+ persons with resource people not only from Canada but also from other countries as the reality of the latter is closer to the reality of the IH RTP participants. This enabled a broader discussion of effective strategies for the promotion and protection of the rights of LGBTQI+ persons in different contexts.

A number of special sessions were conducted on the theme of "gender equality" during the IH RTP to support Equitas' reflection on how the IH RTP can contribute to gender equality results in the context of the Advancing Equality Project Theory of Change, of which the IH RTP is a main component. These included:

- A luncheon that involved the director of Equitas' Actif team and participants who expressed interest in an ongoing conversation on the rights of LGBTQI+ peoples .
- Addressing the gender transformative approach and intersectionality during the Orientation and evaluation sessions with facilitators and co-facilitators.
- A workshop addressing the myths and misconceptions surrounding the 2SLGBTQI+ community titled "Demystifying Workshop: Violation of the Rights of 2SLGBTQI+ Peoples"
- A strategic session was held for community members and advocates for the LGBTQI+ community to discuss strategies to address the rights of LGBTQI people safety measures that could be put in place to address the safety concerns of LGBTQI+ advocates and community members

Stream 5 and 6

Based on recommendations, Stream 5 was split into two streams, Stream 5 and 6, to reinforce the importance of the human rights-based approach and its link with gender equality.

Prevention of Sexual Violence, Harassment, and Discrimination

In 2019, Equitas adopted its new *Policy on Preventing Sexual Violence, Harassment and Discrimination* in order to be better able to address this issue as an organization and in its programming and this policy. In order to ensure its effective integration in the 2023 IHRT, information/orientation sessions were carried out for IHRT staff, the facilitation team, interns and participants. In addition, a how-to poster was created for the Program to support participants, staff, the facilitation team and interns in addressing incidents of harassment and discrimination should they arise. (see Appendix B).

Individual Action Plan

The Individual Action Plan workbook includes gender transformative approach and intersectional approach components that helped participants to reflect and integrate it in their own plans.

Part II: Program Evaluation

Evaluation Method

To ensure that the IHRT remains at the forefront of human rights education and continues to meet the needs of human rights educators from different regions of the world, Equitas evaluates the content, educational approach and delivery of the Program from various perspectives. This Evaluation Report is based on information gathered from the following sources:

- A General Evaluation questionnaire completed by participants at the end of the IHRT, that covered all aspects of the Program.
- Evaluation grids of participants' Individual Action Plans completed and submitted at the end of the Program by Equitas staff and facilitators who provided coaching and support to participants in the development of their Individual Action Plans throughout the Program

A key component of the IHRT is to enable participants to reflect on their own work and their own learning through the Program. To ensure this, additional feedback and evaluation data were collected for formative purposes through:

- Eight (8) End-of-Stream Evaluation questionnaires

- Debrief meetings every other day and final evaluation with facilitators and co-facilitators
- Informal feedback gathered through discussions with participants and resource persons

Equitas used Kobo Toolbox (kobotoolbox.org) to administer all of the evaluation questionnaires.

Evaluations assess the content, educational approach, methodology and delivery of the IH RTP focusing specifically on:

- Overall Program goal and objectives
- Program content, educational approach
- Formal presentations
- Training materials
- Facilitators and co-facilitators

Participant Perspectives of the Program

The General Evaluation questionnaire, covering all aspects of the IH RTP, was administered at the end of the Program and was completed by 86 participants (90% response rate).

Overall Satisfaction

The main findings from the IH RTP evaluation indicate that participants were highly satisfied with the IH RTP and that they felt confident in their ability to implement their learning with respect to the seven (7) Program objectives.

Ninety-nine percent (99%) of participants strongly agreed (69%) or agreed (30%) that the topic of gender equality was adequately addressed throughout the IH RTP. Table 3 below shows gender disaggregated results to this question.

Table 3 – Gender Equality in the IH RTP				
Question	Respondents	Strongly Disagree / Disagree	Agree	Strongly Agree
The topic of gender equality was adequately addressed throughout the IH RTP. (n= 86)	Overall	1%	30%	69%
	Women	0%	30%	70%
	Men	2%	32%	66%
	Non-binary	0%	0%	100%

The Program’s integrated approach to learning, which combines human rights content and human rights education methodology was appreciated by all the participants. 90.6% of participants agreed or strongly agreed that the IH RTP has increased their capacity to design and/or facilitate HRE activities.

The IH RTP continues to be a Program that is highly recommended by participants: 94.1% indicated they would recommend the Program to others from their organization or country.

As one participant noted:

L’approche transformatrice du genre semble être un point fort pour le PIFDH. Une chose très appréciée avec un langage très inclusif.

- A Participant from Togo

Level of the Program

As stated previously, the IH RTP is an intermediate-level program. When participants were asked to rate the overall level of the Program, 71% reported that the Program was advanced, 27% reported it was intermediate. two percent (2%) of participants reported that it was basic.

Program Objectives

At the end of the Program, 98% of participants on average strongly agreed (67.7%) or agreed (30.2%) that the overall objectives of the Program were achieved. This average figure is 97% for women, 99% for men and 100% for non-binary participants. Hence there is very little difference between the overall results and the gender disaggregated results. Table 4 below presents participants’ rating for the Program objectives.

Table 4: Overall Program Objectives			
Program elements	Strongly Agree	Agree	Total of Strongly Agree and Agree
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	65%	34%	99%
Identify ways in which human rights education can increase the effectiveness of my human rights work	65%	34%	99%
Integrate a participatory approach into my human	77%	22%	99%

rights and human rights education work			
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	67%	30%	97%
Explore networking opportunities essential for furthering the cause of human rights	69%	28%	97%
Determine strategies for promoting gender equality in my human rights education work	67%	30%	97%
Employ a basic evaluation process for assessing the results of my human rights education work	64%	34%	98%

Some comments about the objectives included:

The knowledge and skills I have learned from the IH RTP will have a great impact in the HRE of my organization especially in terms of incorporating participatory, gender transformative and intersectional approach.

- A participant from the Philippines

J'ai eu beaucoup beaucoup d'apprentissage avec un renforcement de capacités sur les différentes approches dont quelques unes j'utilisais sans pouvoir les nommer comme par exemple l'approche systémique. J'ai eu des termes consacrés qui me permettront d'encore avoir l'estime de soi.

- A participant from Burundi



Photo taken by Valerie Seguin

Participants' Learning

Ninety-six per cent (96%) of participants that completed the General Evaluation reported that they were very satisfied (58%) or satisfied (38%) with the 2023 IH RTP. Disaggregated the data 96% of women, 97% of men and 100% of non-binary participants reported being very satisfied or satisfied. When asked to specify the “most important learning” from the Program, the participants responded as outlined in **Table 5** on the following page.

Table 5: Most Important Learning From the 2023 Program⁵	
Most Important Learning	Percentage of Respondents (n = 86)
Participatory approach and/or the learning spiral	27 (31%)
Respect for others, human dignity, and diversity; working, sharing, and learning from other participants; the universality of human rights; human rights principles; and culture of human rights	21 (24%)
HRE approaches	14 (16%)
International human rights bodies, instruments, mechanisms, and system (e.g. Universal Periodic Review)	7 (8%)
Systems approach	6 (7%)
Skills, tools, techniques (including Open Space Technology, Live Storyboard Technique, and Dinamicas); methodologies; and/or process of program in general	6 (7%)
Human rights-based approach	5 (6%)
Gender issues (including equality, identity, sexuality, intersectional approach and gender transformative approach)	5 (6%)
Monitoring, evaluation, and advocacy	3 (3%)
Specific Activities from IHRTP (including making an Individual Action Plan, designing an advocacy campaign, and learning the history of Indigenous Peoples)	3 (3%)
Everything was important	2 (2%)

⁵ Some participants mention more than one reason in their response. When this was the case, both reasons were included in the calculation of the percentage. Percentage was calculated based on the total number of respondents to the question.

As indicated in **Table 5**, the **participatory approach and learning spiral** continue, year after year, to be cited by participants as their most important learning and the IH RTP's most important contribution to their work.

Some representative comments from participants explaining their most important learning include:

Utilizing the learning spiral has been the most important aspect for me. To some [extent], our organization has utilized some aspects of the learning spiral but the way the concept was present here has been very good and I will be able to this in my programming and also in the organization.

- A participant from Malawi

Les techniques et les approches. Ça me permettra de quitter la forme classique et d'utiliser de nouveaux outils pour impacter ma communauté.

- A participant from Benin

Most Significant Change in Perception

Having participants consciously reflect on changes in their perceptions as they move through the program enables Equitas to gain a fuller understanding of the broader impact of the IH RTP transformative learning experience. It also enables the assessment of how the IH RTP experience, which is lived at the level of the individual, can contribute to building a culture of human rights around the world. Participants are asked to identify the most significant change in their perceptions or ideas as a result of the IH RTP. The most common changes participants mentioned relate to:

Table 6: Most Significant Change In Perception From the 2023 Program⁶

Most Significant Change	Overall (n=86)	Women (n=47)	Men (n=38)	Non-binary (n=1)
Importance of HRE in bringing about social change, importance of using appropriate tools; techniques and approaches for HRE; increased confidence in ability to carry out HRE work; and/or use a participatory approach in human rights education	39 (45%)	17 (36%)	21 (55%)	1 (100%)
The importance of promoting human rights principles and values, including respect for diversity, equality, non-discrimination, respect, dignity, solidarity, openness, in building a culture of human rights.	25 (57%)	17 (36%)	8 (21%)	-
Perception of LGBTQI+community and the rights of LGBTQI+persons as human rights	9 (10%)	6 (13%)	3 (8%)	-
Perception of gender equality; using a gender transformative approach and/or intersectional approach	8 (9%)	5 (11%)	3 (8%)	-
Increased knowledge of, ability, and confidence to use or apply human rights instruments; accessibility and understanding of the United Nations human rights system	10 (11%)	7 (15%)	2 (5%)	-

⁶ Some participants mention more than one change of perception in their response. When this was the case, both reasons were included in the calculation of the percentage. Percentage was calculated based on the total number of respondents to the question.

Nothing much	2 (2%)	1 (2%)	1 (2%)	-
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Comments on participants' change of perception or ideas included:

J'ai beaucoup apprécié la formation en générale. Merci à Equitas pour cette belle initiative. Y a eu sûrement des modules qui m'ont semblé un peu incompréhensible mais avec les échanges avec des amis qui avaient compris le problème a été résolu. L'approche participative m'a vraiment captivé ainsi que toutes ses techniques, je pense les appliquer pas seulement dans mon association mais dans ma famille et mon entourage. Il nous arrive de faire un commentaire que l'on ne juge pas méchant alors qu'il peut être inapproprié. A travers cette formation ma façon de parler et de commenter a vraiment changé.

- A participant from the Democratic Republic of the Congo

The most significant change is about my perception toward LGBTQI community. During this session I have had a chance to meet, sit and share with people from this community and I have learnt a lot. I now can understand their situation and honestly can fight for their rights as per non-discrimination principle.

- A participant from Rwanda

Individual Action Plan

A unique feature of the IH RTP is systematic follow-up with participants to gauge how they are applying their learning after the program and how it is impacting on their work.

The "Individual Action Plan for Putting My Learning into Action" (Individual Action Plan) provides participants with the opportunity to plan how they will apply the human rights as well as human rights education knowledge, skills, techniques, attitudes and behaviors acquired during the IH RTP in their own work, once back in their countries. Participants are assisted by coaches from the Equitas staff and their facilitators and co-facilitators throughout the development of their plan. They present their final plan during the third week of the IH RTP and are provided with a quality rating.

All participants developed an Individual Action Plan as part of the IH RTP. Co-facilitators were also tasked with producing their own Individual Action Plan. The purpose of the Co-Facilitator Individual Action Plan is to provide an opportunity to reflect critically on the experience and learning of being a co-facilitator at the IH RTP and to plan how they will put their learning in this area into practice in their work. This year, all seven co-facilitators produced an Individual Action Plan.

All participants and co-facilitators submitted Individual Action Plans. Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Action Plan. Eighty-six participants reported 2,670 direct beneficiaries and 33,361

indirect beneficiaries. The average number of direct beneficiaries was 31 and indirect beneficiaries was 681.⁷

As indicated in Table 7 below, participants were extremely positive about the usefulness of the Individual Action Plan and the support they received from their coaches and peers.

Table 7. Individual Action Plan for Putting My Learning into Action⁸					
	Strongly Disagree⁹	Disagree	Agree	Strongly Agree	Total Agree and Strongly Agree
a. Preparing the Individual Action Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IHRTP. (n= 86)	8%	-	28%	63%	99%
b. The instructions and the worksheets in the Individual Action Plan helped me to develop my Plan. (n= 86)	9%	2%	38%	50%	88%
c. Support provided by my coach (Equitas staff, facilitator and/or	10%	2%	23%	64%	87%

⁷ Total direct beneficiaries mentioned: 2,670 / 86 (#participants who answered that question) = 31

Total indirect beneficiaries mentioned: 33,361 / 49 (#participants who answered) = 681

⁸ This data does not include input from co-facilitators who did not complete the general evaluation questionnaire.

⁹ 6% of participants mentioned they were dissatisfied (9%) or very dissatisfied (2%) with the Individual Action Plans. However, the positive comments in this same section on the Plan contradict this. For example, *“The instructions were easy to understand, and it really helped me to develop my action plan and provided me with extra skills. However, [...] my instructor also helped me a lot in the whole process, she was always there to help.”* This indicates that these responses were likely a misreading or misinterpretation of the rating scales.

co-facilitator) was helpful in preparing my Plan. (n= 86)					
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Noteworthy participants' comments on this learning experience include:

The individual action plan was a masterpiece exercise as it allowed participants to deeply reflect on actions they want to carry out back home. The presentations from group members were awesome and the environment was very much conducive for analysis and critiquing of ideas. This was fantastic.

- A participant from Malawi

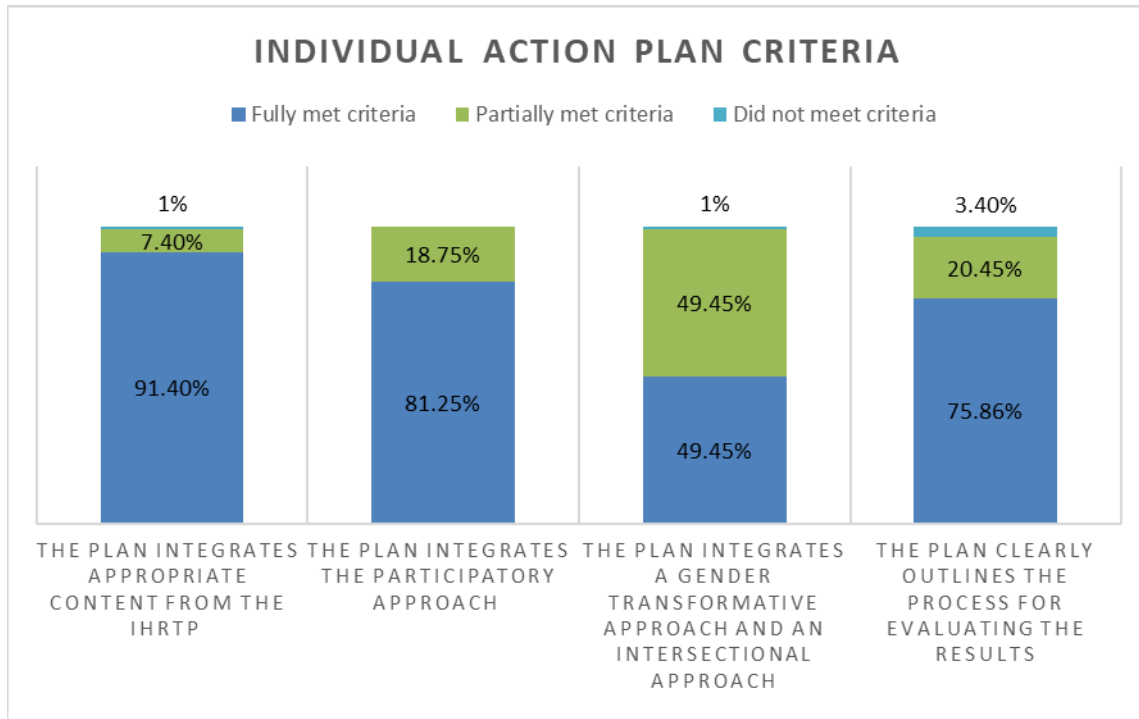
La clarté, l'humilité et le souci de compréhension et de commenter dans le sens d'encouragement à bien faire m'ont fortement marqué. Le membre du personnel d'Equitas qui nous a accompagné dans ce processus a été d'un grand apport et ses commentaires toujours objectifs et professionnels.

- A participant from the Democratic Republic of the Congo

Coaches, facilitators and co-facilitators at the IH RTP rated the quality of the Individual Action Plans developed by participants on the following criteria: a) the plan integrates appropriate content from the IH RTP b) the plan integrates the participatory approach, c) effective integration of a gender perspective in the plan and; d) the plan clearly outlines a process for evaluating results. Table 8 below, illustrates that a majority of Individual Action Plans fully met or partially met these criteria.¹⁰:

¹⁰ N=the total number of plans that were rated for each criterion. These percentages were calculated based on the total number of plans rated for a particular criterion. Given that certain plans were not evaluated for certain criteria, the total number of plans for the purposes of this calculation varies slightly.

Table 8. Ratings of Participants' Individual Action Plans



These four criteria, are considered good measures of the quality of Individual Action Plans. On average, ninety-nine (98.5%) of Individual Action Plans, either fully (74%) or partially met (24%) these criteria. The quality of the Individual Action Plan is seen as an indicator of the potential degree to which knowledge and skills acquired by the participants through the IH RTP will be transferred to the organization and through the work of the organizations to the community.¹¹

In terms of the content of the Individual Action Plans, given that the IH RTP is primarily a training program for human rights educators, it is understandable that a majority of the plans focused on conducting training. Some of the topics of the trainings included: training for staff on integrating a human rights-based approach and/or a participatory approach, knowledge

¹¹ Evaluation of the Global Program on Human Rights Education (January 23, 2013) pp. 76. Note that these values are expressed as averages.

transfers through capacity building trainings, and human rights education workshops to increase awareness on human rights of certain marginalized groups.

In terms of direct beneficiaries of the Individual Action Plans, they are generally staff members of the participants' organizations, participants, youth, human rights defenders/educators and vulnerable people such as refugees, women in prison, minorities and people with disabilities. Indirect beneficiaries comprise of the main groups their organizations work with including children and youth, women and girls, LGBTQI+ people, religious and ethnic minorities and other groups that are subject to discrimination, exclusion and other forms of human rights violations.

Some examples of Individual Action Plans include:

- Capacity-building in human rights through a workshop on ethnic minorities (Congo)
- Training and awareness-raising on human rights for people with disabilities (Tunisia)
- Capacity-building for organizations on the participatory approach (Mali)
- Human rights training for secondary students (DRC)
- Capacity building for women on participation rights (Haiti)
- Applying Participatory Approach During HRE for Trans Youth (Armenia)
- Protection of LGBTQI+ Rights Through the Learning Spiral and Participatory Approach (Argentina)
- An Increased Use of the Participatory Approach and Gender Transformative Approach in HRE Activities for Journalists and Human Rights Defenders (Pakistan)
- Participatory Approach and Human Rights-Based Approach for Children (Jordan)
- Art for Refugee Youth Through a Participatory Approach (Canada)

Part III: Conclusions and Recommendations

This section outlines some key conclusions and recommendations coming out of the 2023 IHRTP.

Introduction

To remain at the forefront of human right education, Equitas reviews the Program content on an annual basis. Changes to the content are made in light of the previous year's evaluation to ensure the Program is coherent with the current trends in human rights and human rights education. The IHRTP needs to continue to explore ways to effectively address emerging global challenges while at the same time continuing to enhance participants' capacity to focus on gender equality and use human rights-based approaches ensuring a more holistic vision in addressing human rights issues in their communities through human rights education. Recommendations in this report are framed within this broader vision.

Gender Equality

Advancing gender equality is central to human rights discourse. Gender equality is both a human rights issue and a precondition for, and indicator of, sustainable people-centered development. Addressing the discrimination, marginalization and exclusion of women and girls is essential to reducing poverty, advancing the 2030 Agenda for Sustainable Development and protecting human rights for all. Human rights education is a powerful tool to increase empowerment of women, girls and other stakeholders to take action for advancing gender equality.

Gender equality has always been central to the IHRTP. In the context of its new strategic plan and new programming, Equitas is further strengthening its efforts to advance gender equality through human rights education.

Gender Equality in the Program Content

Equitas continues to reinforce its approach to gender equality each year including to ensure broader inclusion of non-binary realities (i.e. expanding the binary gender paradigm). During the 2023 IHRTP a number of special sessions were conducted on the theme of "gender equality" to support Equitas' reflection on how the IHRTP can contribute to gender equality results.

Recommendations:

- It is recommended that Equitas reviews the findings from the various special sessions and prepare a plan to integrate relevant changes into the program content.
- It is also recommended to maintain the processes adopted in 2023 around Equitas' new *Policy on Preventing Sexual Violence, Harassment and Discrimination*, including information/orientation sessions for IHRTP staff, the facilitation team, interns and participants.

Human Rights and the Environment

With the increase in the exploitation of resources and the resulting degradation of the environment, human rights defenders working on environmental rights are at increased risk of violence. Moreover, environmental rights affect human rights and freedoms, such as the right to life, right to health, food, clean water, suitable shelter, and education, as well as the right to security and freedom of expression, opinion, association, and assembly.

It was recommended in the 2018 evaluation of the IHRTP that Equitas explore in the 2019 regional thematic session, the theme of environmental rights and how these rights affect human rights and freedoms. During the 2023 IHRTP, human rights and the environment could have been explored more explicitly.

Recommendations:

- It is recommended that Equitas continue to explore how to address human rights and the environment in the IHRTP as part of the next review process.

Program Schedule

Every year, comments are made about the intensity of the program schedule, with recommendations from adding an entire extra week to having days off during the week.

Recommendations:

- It is recommended that Equitas continue to review the schedule with a view to keeping the end time each day to 5:30 pm at the latest.

Appendix A: IHRTP 2023 Quantitative Results From General Evaluation

Respondents Gender : F (n=47) M (n=38) Non-binary (n=1) Total: 86

Total participants : 86

Excel file exported from KoboToolBox on July 4, 2023

Instruction: Participants were asked to reflect back on the IHRTP to answer the questions below.

1. General Satisfaction					
	Respondents	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
What is your general level of satisfaction with the IHRTP? (n= 86)	Overall	1.1%	2.3%	38.3%	58.1%
	Women	-	4.2%	36.1%	59.5%
	Men	2.6%	-	42.1%	55.2%
	Non-binary	-	-	-	100%

2. Overall Program Objectives				
	Respondents	Disagree/ Strongly Disagree	Agree	Strongly Agree
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	Overall	1.1%	33.7%	65.1%
	Women	2.1%	36.1	61.7%
	Men	-	31.5%	68.4%
	Non-binary	-	-	100%
Identify ways in which human rights education can increase the effectiveness of my human rights work	Overall	1.1%	33.7%	65.1%
	Women	2.1%	36.1%	61.7%
	Men	-	31.5%	68.4%
	Non-binary	-	50.0%	100%

Integrate a participatory approach into my human rights and human rights education work	Overall	1.1%	22.0%	77.9%
	Women	2.1%	23.4%	74.4%
	Men	-	21.0%	78.9%
	Non-binary	-	-	100%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	Overall	2.3%	30.2%	67.4%
	Women	2.1%	34.0%	63.8%
	Men	2.6%	21.2%	73.6%
	Non-binary	-	-	100.0%
Explore networking opportunities essential for furthering the cause of human rights	Overall	3.4%	27.9%	68.6%
	Women	4.2%	25.5%	70.2%
	Men	2.6%	31.5%	65.7%
	Non-binary	-	-	100%
Determine strategies for promoting gender equality in my human rights education work	Overall	1.1%	30.2%	68.6%
	Women	2.1%	38.2%	59.5%
	Men	-	21.0%	78.9%
	Non-binary	-	-	100%
Employ a basic evaluation process for assessing the results of my human rights education work	Overall	2.3%	33.7%	63.9%
	Women	4.2%	34.0%	61.7%
	Men	-	36.8%	65.7%
	Non-binary	-	-	100%

3. International Human Rights System			
Rate your current level of understanding of each of the following instruments.	Same level of understanding as before attending the IH RTP	Better level of understanding than before attending the IH RTP	Much better level of understanding than before the attending the IH RTP

a. Universal Declaration of Human Rights (UDHR) (n= 86)	9.3%	41.8%	48.8%
b. International Covenant on Civil and Political Rights (ICCPR) (n= 86)	1.1%	51.1%	37.2%
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n= 86)	10.4%	52.3%	37.2%
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n= 86)	11.6%	29.0%	59.3%
e. Convention on the Rights of the Child (CRC) (n= 86)	10.4%	43.0%	46.5%

4. Program Methodology				
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our group followed the program as outlined. (n= 86)	4.6%	-	25.5%	69.7%
b. The integrated approach of the IHRTP (covering content and process) has increased my capacity to carry out human rights education activities. (n= 86)	3.4%	5.8%	27.9%	62.7%
	Respondents	Strongly Disagree / Disagree	Agree	Strongly Agree
c. The topic of gender equality was	Overall	1.1%	30.2%	68.6%

adequately addressed throughout the IHRTP. (n= 86)	Women	-	29.7%	70.2%
	Men	2.6%	31.5%	65.7%
	Non-binary	-	-	100%
d. Opportunities for participation were equal for people of all genders.	Overall	3.4%	22.0%	74.4%
	Women	2.1%	21.2%	78.7%
	Men	5.2%	23.6%	71.0%
	Non-binary	-	-	100%
e. Inclusive and gender-sensitive language was used in the training materials.	Overall	2.3%	27.9%	69.7%
	Women	2.1%	29.7%	68.0%
	Men	26.35	26.3%	71.0%
	Non-binary	-	-	100%
f. Facilitators demonstrated sensitivity to gender issues.	Overall	-	27.9%	77.9%
	Women	-	23.4%	76.5%
	Men	-	21.0%	78.9%
	Non-binary	-	-	100%
g. Clear measures were put in place to prevent sexual violence, harassment, and discrimination.	Overall	5.8%	32.5%	61.6%
	Women	6.3%	27.6%	65.9%
	Men	2.6%	39.45	57.8%
	Non-binary	100%	-	-

5. Written Documentation				
Rate the quality of the following:	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a. Participant's Manual (n= 86)	-	1.16%	39.5%	59.3%
b. Exts/articles in the Resource Manual (n= 86)	1.16%	1.16%	40.6%	56.9%

6. Other Program Activities				
Rate the following human rights education activities in terms of their usefulness for your human rights work:	Not / Somewhat Useful	Useful	Very Useful	Did Not Participate
Open Space Technology	24.4%	34.8%	40.6%	1.1%
Demystifying Workshop : Violation of the Rights of 2SLGBTQI+ Peoples	26.7%	30.2%	33.7%	9.3%
Universality of Human Rights and Cultural Relativism	4.6%	34.8%	59.3%	1.1%
Introduction to the OHCHR	5.8%	23.2%	68.6%	2.3%
The UN Human Rights System: Opportunities for Human Rights Educators	5.8%	24.4%	69.7%	-
The Rights of Indigenous Peoples	9.3%	34.8%	55.8%	-
Five Human Rights Instruments and Mechanisms	3.4%	30.2%	66.2%	-
Introduction to the Raging Grannies	22.0%	37.2%	40.6%	1.1%
Impact Stories	29.0%	37.2%	30.2%	3.4%

6. Other Program Activities				
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Preparing the Individual Action Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IH RTP. (n= 86)	10.4%	-	27.9%	63.9%
b. The instructions and the worksheets in the Individual Action Plan helped me to develop my Plan. (n= 86)	9.3%	2.3%	38.3%	50%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n= 86)	10.4%	3.4%	23.2%	63.9%

7. Facilitators				
Rate your FACILITATOR'S ability to (n=86)	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly	-	3.45	8.1%	88.3%
b. Show connections among different activities	-	2.3%	12.7%	84.8%
c. Synthesize key points	2.3%	3.4%	10.4%	83.7%
d. Debrief activities	1.1%	2.3%	13.9%	82.5%
e. Encourage participation of all group members	1.1%	1.1%	16.2%	81.3%

f. Keep discussions focused	-	3.4%	11.6%	84.8%
g. Balance needs of individuals and of the group	2.3%	1.1%	18.6%	77.9%
h. Listen attentively	-	3.4%	12.7%	83.7%
i. Reserve judgment and keep an open mind	1.1%	1.1%	17.4%	80.2%
j. Promote mutual learning and understanding	-	1.1%	12.7%	86.0%
k. Manage conflicts	-	5.8%	15.1%	79.0%

8. Co-Facilitators (If applicable)				
Rate your FACILITATOR'S ability to (n= 77)	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly	2.5%	10.3%	28.5%	58.4%
b. Show connections among different activities	2.5%	10.3%	28.5%	58.4%
c. Synthesize key points	5.1%	10.3%	28.5%	57.1%
d. Debrief activities	5.1%	5.1%	28.5%	61.0%
e. Encourage participation of all group members	-	2.5%	20.7%	76.6%
f. Keep discussions focused	3.8%	5.1%	32.4%	58.4%
g. Balance needs of individuals and of the group	2.5%	3.8%	31.1%	63.6%

h. Listen attentively	1.2%	9.0%	25.9%	63.6%
i. Reserve judgment and keep an open mind	-	3.8%	31.1%	64.9%
j. Promote mutual learning and understanding	2.5%	3.8%	25.9%	67.5%
k. Manage conflicts	5.1%	3.8%	22.0%	68.8%

9. Reflection on Your Learning			
	No	Somewhat	Yes
a. Based on the needs you identified at the beginning of the IHRTP, do you feel that these needs have been met. (n= 86)	1.1%	19.7%	80.2%
Provide any comments you may have. Please be precise.			
b. What is the single most important thing you learned during the IHRTP? Please explain your response.			
c. Now that you have completed the IHRTP, please list what was most useful for you. Please explain your response.			
d. What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the IHRTP?			
	Basic	Intermediate	Advanced
e. Now that you have completed the program, what do you feel is the overall level of the IHRTP? (n= 86)	2.3%	26.7%	70.9%
Provide any comments you may have. Please be precise.			

9. Future Direction			
	No, I would not refer anyone:	Maybe, I am unsure/undecided:	Yes, I would refer others to participate:
a. Would you recommend others from your organization or country to participate in the IHRTP? (n= 86)	-	5.8%	94.1%
Provide any comments you may have. Please be precise.			
b. Is there a subject (content or methodology) that you wanted to discuss in more detail during the IHRTP?			
c. List any recommendations you may have for changes to the IHRTP. Please explain.			

10. Administration, Material Needs, and Special Events				
Communication	Poor	Fair	Good	Very Good
b. Communication with Equitas prior to arrival in Canada (n= 86)	2.3%	9.0%	40.6%	48.8%
c. Information in the Program Handbook (n= 86)	-	8.1%	27.9%	63.9%
d. Communication of information during the IHRTP (n= 86)	5.8%	4.6%	32.5%	56.9%
e. Assistance from and availability of Equitas staff (n= 86)	5.8%	9.3%	30.2%	54.6%
Comments or suggestions:				

Travel	Poor	Fair	Good	Very Good	
a. Quality of services provided by the travel agent (n= 84)	3.5%	8.3%	26.1%	48.8%	
Comments or suggestions:					
Facilities	Poor	Fair	Good	Very Good	
a. Quality of classrooms (n= 84)	1.1%	15.4%	42.8%	40.4%	
b. Plenary session rooms (n= 83)	1.2%	12.0%	46.9%	39.7%	
c. Accommodations and sleeping quarters (n= 83)	9.6%	27.7%	36.1%	26.5%	
d. Food quality and variety (n= 84)	47.6%	32.1%	13.0%	7.1%	
e. Food service and convenience (n= 84)	27.3%	40.4%	22.6%	9.5%	
f. On-site communication services (telephone, Internet, etc.) (n= 84)	4.7%	23.8%	39.2%	29.7%	
Comments or suggestions:					
Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n= 86)	-	8.1%	32.5%	50.0%	9.3%
b. Host Family Dinner (n= 86)	4.6%	8.1%	16.2%	68.6%	2.3%
c. International Evening (n= 86)	-	5.8%	30.2%	61.6%	2.3%
Comments or suggestions:					

Work for your organization	Less than 1 hour per week	Between 1 and 5 hours per week	Between 5 and 10 hours per week	More than 10 hours per week
a. During the IHRTP how much time did you have to spend doing work for your organization? (e.g., responding to emails, completing reports, proposals) (n= 86)	27.9%	51.1%	12.7%	8.1%
Comments or suggestions:				

equitas

Let's create a safe space for all



Equitas is dedicated to providing a secure environment for everyone, free from discrimination, violence, and harassment, based on gender identity and expression, sexual orientation, race, age, ability, religion, or any other factor.

Harassment is NOT acceptable.

Behaviours that constitute harassment include:



Offensive comments



Unwelcome physical contact



Verbal threats



Explicit text messages or social media posts

Do not hesitate to contact us if you are a victim of harassment or if you witness it:

1. Speak to a trusted Equitas IHRTP team member
2. Contact our People & Culture team at personnesculture@equitas.org

All reports are confidential and will be handled with discretion.

Learn more about our policy:

